

## Perception on Management of Nursing Education Institutes among Bachelors Students in Selected Nursing Colleges at Kathmandu

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### ABSTRACT

Management is a process of planning, decision making, organizing, leading, motivating and controlling, and an effective utilization of the resources to reach the organizational goals efficiently and effectively. Management has a crucial role in quality of work and production in any institutions. Although a rapid increase of Nursing Education Institutions in Nepal since last decade which had been trained thousands of nursing cadres, the management aspects of these institutions are not studied adequately. Thus current study intended to explore the current status of Nursing Education Institution Management as experienced and perceived by the bachelors nursing students. A descriptive cross-sectional study was conducted among the nursing institutions in Kathmandu valley. Of the total 28 in the valley, 14 were selected purposively. From the selected institutions, all 377 eligible students currently in final year of study were selected. Among them, 208 were from BSN and 169 were from B Sc program. The data was collected through the self administered structured questioners after taking informed consent. Data entry and analysis was done in SPSS version 16 software. The findings of the study show that 70% students were satisfied in institutional management (mean 59.62, SD  $\pm$  3.66). In academic management (78%), (mean 139.82, SD  $\pm$  6.22), followed by human resources 67%, (mean 43.54, SD  $\pm$  2.79) and were in physical resources management 75% students were satisfied (mean 45.02, SD  $\pm$  3.08). Analysis of variations between group (administrators, faculties, students) found statistical significance (p value  $<$  0.05). So it is concluded the perception of students, faculties and administrator were different on managing the nursing education.

### KEYWORDS

Academic management, Human resource management, Institutional management, Nursing education, Physical resources management

## INTRODUCTION

Management is a key factor for the accomplishment of any organized activity, which is an essential for all organizations. It is a stimulating any institution it manages. Management refers to the series of functions that were planning, organization, decision making, leading and controlling. People of the organization may fulfill it (Huma, 2005). Management is art, as well as fast developing science. Through management inputs are fed to the end results in the form of goods, services and satisfaction. It is known as outcome. Management is a process that utilizes resources, to accomplish an organizational goal (Clement, 2016). In nursing education institute management is crucial to product the human workforce. Nursing is a profession. It applies the principles of scientific sound and technical expert to achieve effective care. The effective care is come from in nursing education. This is absolutely crucial for the delivery of safe and high excellence nursing care (Aziz, 2011). Among health care provider Nurses occupied the hugs portion. They involve 80% of direct patient care. Nursing is a basic essential to all human being in their every step of life. These skills, knowledge and attitude they learn from their training. Clinical learning is a foremost part of nursing education. So, nurses should provide the right education with skill to equip them for their future roles (Hanifi, 2012). These all skill, knowledge they learn from during their training period, in education institute. Nursing education emphasized on its professionalism that patient care as its top preference with respects the dignity and values of service user. So the nursing education institutes always concerns to meet them. These essential learning depends on the expert teachers& supervision during clinical practices. The most successful learning experiences take place in practical experiences. It also helps to achieve through individual practices too. Therefore, management is essential to achieve the required competitive skills to meet globally demands (Hattingh, 2013). The roles of tomorrow's nurses will be even more challenging and specialized. They should be more assertive and need leadership capacity. Due to nursing practices at present is not only inside the hospital. Primary purpose of nursing education is to prepare the future nursing workforce. So the nurses should learn all kinds of knowledge, skills, and behaviors. The nursing education institutes should arrange to equip them for future demands (Report of the Wills, 2012). It is success, when the nursing education institutes manage effectively.

## METHOD

A descriptive explorative research design was used to find out the effectiveness of management for nursing education. Data was obtained from bachelor level nursing students (BNS and B Sc) in their final year of study. This study was conducted in nursing education institutes located in Kathmandu valley. A non probability purposive sampling technique was used to select the institutions. A total of 14 Nursing institutions were selected they were three from Tribhuvan University, one from Kathmandu University, one from Pokhara University, eight from Purbanchal University and one from Health science academic and their constituent and affiliated colleges.

For the sample size 50% were taken from bachelor level last year nursing students (BNS and B Sc). Data were collected from bachelor in nursing sciences (BNS) 208 and generic bachelor science in nursing (B Sc nursing) 169 using by self administrates structure questioners. During data collection written and verbal consent was obtain. On the day of data collection the questioners were distributed and the next day it was collected and checked for the completeness. Research instrument was developed by researcher herself on reference of Nepal nursing council basic minimum requirement criteria and extensive literature review of basic criteria of management required for nursing institutes. The research instrument had included major two parts. Part one background information of the respondents included four question and second part perceptions on management of nursing institutes in liker scale. It included 81 indicators. Each scale divided 5 points, strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1). The minimum score is 81 and the maximum score is 405. Before data collection permission was taken from university and the nursing education institutions by verbal as well as written. Ethical approval was obtained from National Health research council. Written and verbal consent was taken from each respondent. Data was analyzed by using SPSS version 16 software. The findings were described in descriptive and inferential statistics.

## **RESULT**

**Table 1: Background Characteristics of Respondents**

<b>Characteristics</b>	<b>Number</b>	<b>Percent</b>
Bachelor in Nursing science(BNS)	208	55.2
B Sc Nursing	169	44.7
<b>District</b>		
Kathmandu	298	79
Lalitpur	79	21

Above Table 1 shows that more than half (55.2%) students were bachelors in nursing science and majority were (79%) from Kathmandu district.

**Table 2: Students' Perception on Institutional management**

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Goal of NEI is clearly stated	1	0.3	355	94.2	18	4.8	3	0.8	0	0
Staffs understood the vision, mission and objective of NEI	1	0.3	332	88.1	30	8	14	3.64	0	0
Organizational structure is clearly written and displayed	77	20.4	285	75.6	2	0.5	13	3.4	0	0
Strategic plan is clearly stated	1	0.3	2.8	55.2	131	34.7	36	9.5	1	0.3
Executive committee is well functioning	0	0	134	35.5	136	36.1	98	26	9	2.3
Nurse leader Provide effective leadership	0	0	269	71.4	26	6.9	77	20.4	5	1.3
NEI had separate financial, personnel, examination section	15	4	362	95.9	0	0	0	0	0	0
Resources are sufficient to operate institute	5	1.3	176	46.7	45	11.9	151	40.1	0	0
The quality assurance system is used in institute	0	0	0	0	346	91.8	30	8	1	0.3

NEI=Nursing education institute

All most all (94.2%) students were agreed on the goal of nursing education institute clearly stated, and 88.1%, and 75.6% agreed on all staffs understood the organization vision, mission and objectives of the organization and organizational structure is clearly written and displayed, respectively (Table 2). Thirty six percent of the students were undecided on executive committee is functioning. Most of the students (71.4%) were agreed on nurse leader provide effective leadership and all most all (95.9%) students agreed the existence of a separate administration, finance and examination section in NEI. Only 46.7% students were agreed on resource sufficient to operate the institute. All most all students were undecided on quality assurance system used in institute.

**Table 3: Students’ perception on academic management**

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Proper teacher students ratio for theory and practical	2	0.5	230	61	8	2.1	137	36.3	0	0
Theory and practical session conduct on the basis of operational plan	0	0	320	84.9	13	3.4	44	11.7	0	0
Faculties are competent	13	3.4	342	90.7	8	2.1	14	3.7	0	0
Ensure the integration of both theory and practical in instruction delivery	4	1.1	342	90.7	2	0.5	28	7.4	1	0.3
Curriculum cover all aspect of learning needs	1	0.3	345	91.5	26	6.9	5	1.3	0	0
Student got effective supervision in clinical practice	5	1.3	263	69.8	5	1.3	100	26.5	4	1.1
NEI have definite plan for student intake	5	1.3	370	98.1	0	0	2	0.5	0	0
Assure students’ percentage of attendance in theory and practical	45	11.9	331	87.8	1	0.3	0	0	0	0
Students achieve skill, knowledge as curriculum indicated	0	0	375	99.0	2	0.5	0	0	0	0
Applied evaluation policy provided by authority (University)	0	0	335	88.9	10	2.7	32	8.5	0	0
Students get enough opportunity to learn	20	5.3	346	91.8	3	0.8	8	2.1	0	0

More than half (61%) of the students were agreed on the proper teacher students ratio for theory and practical and majority (84.9%) of them were agreed in theory and practical session conduct on the basis of operational plan. All most all (90.7% and 91.5%) of student were agreed on faculties are competent, the Curriculum cover all aspect of learning needs, respectively. Seventy percent students were agreed proper clinical supervision. All most all (98.1%) students were agreed definite plan for student intake and, 87.8% and 99 % agreed Assure students’ attendance in theory and practical and achieve skill, knowledge as curriculum indicated, respectively. Majority

of them (88.9%) and 91,8% were agreed on used of evaluation policy assigned by university and they got enough learning opportunity respectively (Table 3).

**Table 4: Students’ perception on Human Resources Management**

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
Written job description for staffs	14	3.7	295	78.2	41	10.9	26	6.9	1	0.3
Nurse administrator has definite authority and accountability	46	12.2	220	58.4	79	21	32	8.5	0	0
Nurse administrator is recruited from own organization	20	5.3	189	76.7	38	10.1	30	8	0	0
The decision making process by participatory ways	20	5.3	168	44.6	72	19.1	117	31	0	0
Staffs are dedicated	2	0.5	327	86.7	41	10.9	7	1.9	0	0
NEI had clear Staffs recruitment policy	6	1.6	153	40.6	119	31.6	94	24.9	5	1.3
Personnel are evaluated routinely	6	1.6	177	46.9	144	38.2	50	13.3	0	0

Above Table 4 show that majority of students (78.2%) were agreed the staffs had written job description. More than half (58.4%), and 76.7% agreed nursing administrator had definite authority and accountability and they were promoted from own institute respectively. only 44.6%, agreed in decision making process were participatory and 86.7% agreed the staff were dedicated respectively. Only 40.6% and 46.9% students were agreed that personnel were recruited through open competition and their performance appraisal were conducted annually respectively.

**Table 5: Students Perception on Physical Resources Management**

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
College building fulfills the academic requirement	10	2.7	366	97.1	0	0	1	0.3	0	0
Class rooms are sufficient and well equipped	375	99.5	1	0.3	1	0.3	0	0	0	0
Skill laboratories are well equipped and used	0	0	258	68.4	7	1.9	112	29.7	0	0
Library can meet the students learning needs	0	0	330	87.5	0	0	46	12.2	1	0.3
Computer and internet facilities are available for students and staffs	1	0.3	328	87	0	0	48	12.7	0	0
Transportation facility is available for students	0	0	281	74.5	5	1.3	91	24.1	0	0
NEI has own hospital for clinic practices	3	0.8	355	94.2	1	0.3	18	4.8	0	0

The above Table 5 shows that all most all students (> 90%) were agreed on collage building can fulfilled the academic requirement, class rooms are sufficient and well equipped and 68.4% were agreed in Skill laboratories are well equipped and can practiced .sixty nine percent students agreed the skill laboratory are well equipped and they can use the laboratory. Majority (87.5%) students agreed library fulfilled the student academic need, and 87% and 74.5% students were agreed NEI provide computer and internet and transportation facility, respectively. All most all students were agreed in Nursing Education Institutes had own general hospital for clinical practice.

**Table 6: Final table on descriptive analysis of Management system**

n=377

Variables	Number of indicator	Mean	S D	Std error	Lower bound	Upper bound	Mini mum	Maxi mum
Institutional management	17	59.6	3.7	0.18	59.27	60.01	43	65
Academic management	36	139.8	6.2	0.32	139.18	140.45	103	151
Human resources management	13	43.5	2.8	0.14	43.25	43.82	32	52
Physical resource management	12	45	3.1	0.18	44.71	45.33	31	49

Above Table 6 shows that, in institutional management the minimum score is 43 and maximum 65(mean59.6, SD ±3.7). In academic management minimum score 103 and maximum score 151(mean139.8, SD ± 6.2). As like human resources management minimum score is 32 and maximum is 52 (mean 43.5SD ± 2.8). In physical resources management (mean 45, SD ± 3.1) is found

**Table 7: Analysis of variance (ANOVA) on Management system**

Table 7 shows that there was statistically significant difference between group (administrators, faculties and students) in management system included institutional, academic, human resources,

Variables		N	Mean	Std. Deviation	F value	Significance
Institutional Management	Administrator	14	80.500	4.3633	169.139	0.000
	Faculties	229	62.821	5.5265		
	students	377	59.642	3.6680		
	Total	620	61.287	5.5398		
Academic Management	Administrator	14	179.643	0.8419	3299.498	0.000
	Faculties	229	174.148	2.9860		
	students	377	139.820	6.2266		
	Total	620	153.398	17.7204		
Human Resource management	Administrator	14	58.857	2.3157	431.509	0.000
	Faculties	229	51.345	4.5363		
	students	377	43.541	2.7951		
	Total	620	46.769	5.4622		
Physical Resource Management	Administrator	14	58.500	2.1394	1094.423	0.000
	Faculties	229	55.607	2.2986		
	students	377	45.027	3.0847		
	Total	620	49.239	5.9642		

and physical resources management, found ( $p < .05$ ) in the perceptions of students regarding the management of educational institutes.

## DISCUSSION

The aim of the study was to identify the management of nursing education institutes in Nepal. For this purpose the keys indicators of the management were developed on the basis of various literatures. The key indicators consist of 81 items. Each item had 5likert score. Strongly agree (5), agree (4), Undecided (3), disagree (2) and strongly disagree (1). The lowest score that can be obtained from respondent is 81 whereas the highest score is 405. The major variables were

institutional management, academic management, human resource management, and physical resources management.

The finding shows that above half of students were bachelors in nursing science (BNS) programme, majority of students were from Kathmandu district, it is due to majority institutes were sampling from Kathmandu district. All most all (94.2%) students were agreed on the goal of nursing education institute clearly stated. This finding is supported by a study conducted in Kenya show that goals objectives, policies, and methods of organization were largely communicated to teachers, learners and parents, they should understood it clearly (Karanja *et.al.*, 2014). Majority of students were agreed on the goal of nursing education institute stated clearly (88.1%). And all of staff understood it. Majority students agreed all staff understood the organization vision, mission and objectives of the organization. Majority of student were agreed on organizational structure is clearly written and displayed. More than one third of students were undecided on executive committee is functioning. This finding is supported by a study conducted by (Ahmed, 2012) where result show that only 26% students view that management committees is well run and help the institution. Most of the students were agreed on nurse leader provide effective leadership. Success of an organization achieves its objectives, and satisfies social responsibilities as well, depends on its managers. If managers do their jobs well, and organization will probably achieve its goals. The managerial performance is the subject of much debate. This result supported by a study conducted in Islamabad, Pakistan in secondary level student show that 71% students say that head teacher has good leadership qualities, 87%, says they take interest in the institutional programmes, have opportunities to discuss class results, encouraged to participate in co-curricular activities, good behavior, takes class, provide learning facilities (Ahmed, 2012). All most all (95.9%) students were agreed on the separated administration section (financial, personnel, Examination) exist in NEI. Only 46.7% students were agreed on resource sufficient to operate the institute. All most all students were undecided on quality assurance system used in institute. But in contrast a study result show that head teachers should take up their roles as quality assurance officers in their schools and ensure that there is adequate supervision. They should frequently invite quality assurance officers to advice on school affairs and community relations (Mobegi *et.al.*, 2010).it may due to in different setting.

In Academic management more than half students agreed on the proper teacher students' ratio for theory and practical but in a study conducted in secondary school in Pakistan found 27% students say that number of teachers is sufficient in their school, this may be differences of education programme, setting and sample size that was conducted only in 40 students (Ahmed, A. 2012). All most all of student agreed on their faculties are competent in teaching theory as well as practical it also supported study conducted in Kenya found that the most teachers used appropriate teaching/learning resources they were competent in subject matter, students perceived the educational institution as having model teachers (Karanja, 2014). In a case study, Lewis (2010)

found that the nursing students described a supportive environment for learning, teaching methods, curriculum design, and previous academic success and learning abilities as facilitators of learning help learning. This finding also supported by a study conducted in India, where the perception of students in learning falls in the range of scores 2–3, which is good. A problem-based approach for teaching and evaluation may be a solution. Students' perception of teachers' domain's mean score was 26.95 (5.07), which is in the range of 'more positive. This shows the confidence they have in the teachers because of their rich teaching content and method of teaching (Amaranathan *et.al.*, 2018). Scarboro (2012) conducted a study on "student perception on good teaching" in Istanbul finding showed that several variables were significant relationships to the perception of the faculty as effective teachers. They include faculty helpful in their offices ( $B=.184$ ,  $p<.001$ ), GPA ( $B=-.089$ ,  $p<.012$ ), and the presence of foreign students enhances learning ( $B=.068$ ,  $p<.05$ ). 77% of the respondents agreed that their faculty were "very effective in helping [them] understand the subjects [they are] studying," students perceived that faculty who were active in their research, helpful in their offices, homework as the most important factors supporting their learning. It is worthy of note (Scarboro, 2012). In a study conducted by (Hakimzadeh, 2013) found that students' perceptions of the curriculum, including content, teaching methods and assessment, consider as a factor that affects learning and will eventually lead to competence of their learning. (Ahmed, 2012) study found that (66%) students vied positive towards institution management they view that institution preparing them for the future. All most all students agreed on definite plan for student intake in the institute. All most all students agreed on they achieved skill, knowledge as curriculum indicated. This finding supported to study conducted (Barami and Belgan, 2003) in their research; perception of learning was directly related to clinical competence, student get adequate learning skills. Majority of the students agreed nursing education institutes apply the evaluation policy provided by respected university. Majority students agreed institutes provided the education programme on the base of operation plan. Most of all students agree on they get equal opportunity to learn. Only 69.8% students were agreed they got effective supervision a descriptive study on undergraduates or graduates have mentioned that effective clinical teaching, quality of clinical supervision, is success and learning of students, they had positive perception towards clinical supervision (Barami and Belgan, 2003).

Most of students agreed the budget releasing timely for programme implementation. Above half of students agreed on financial activities are transparent of the institute. Majority students agreed on salary of the staff were similar to other same type of job. Student perception towards financial management found that Head teachers should devise school income generating activities to alleviate current financial problems and management financial properly (Mobegi, Ondigi and Oburu, 2010). Lingren and Althin (2010) conducted a study entitled "nurse lecturers' perceptions of what baccalaureate nursing students could gain from clinical group supervision". Their study showed that the nurse teachers felt that their students had become aware of their own strengths and

weaknesses by clarifying their thoughts in the session; also, they felt that the supervision sessions could increase the students' personal and professional strength by widening their understanding both cognitively and emotionally. Their findings have shown that the students' awareness of the theory practice gap and the necessity to continue searching for new knowledge was considered to increase during the supervision program; also, the students' self-esteem and self-confidence could be strengthened through the confirmation and acknowledgment they received from the supervisor. Above-mentioned studies demonstrate the positive effect of clinical supervision instruction process based on both teachers and students view point. Kristofferzon *et al* in a study done in 2013 have revealed that nursing students seemed to be satisfied with clinical supervision provided by preceptors, teachers, and clinical instructors. Also, they stated that the supervision provided by the group of facilitators helped the students to fulfill their learning outcomes to a large extent. Majority (78.2%) students agreed that all staff had written job description. More than half (58.4%) of students agreed nursing administrator had definite authority and accountability related to nursing programme and 76.7% students were agreed they are upgraded in own organization. Only 40.6% students agreed that personnel were recruited through open competition. Below half of the students agreed on personnel were evaluated annually. Majority students agreed NEI provide training to the staff for their professional development as needed and they were satisfied with their job. Similar result found in a study where majority of respondents agreed that students, teachers and non-teaching staff were involved in decision making process. Student representatives were allowed in almost all schools to represent their interests. 96% students were strongly agreed, the school performance stopped student dropout. There were well laid out policies, goals and objectives and methods of achieving them; they were largely communicated to teachers, learners and parents. Most teachers used appropriate teaching/learning resources. While more than 70% of schools organized social interaction platforms, activities and meetings. In about 60% of schools, teachers and non-teaching staff were offered promotional and training opportunities or encouraged to pursue them (Betty, 2014).

All most all (above 90%) students agree on collage building can fulfilled the academic requirement of the institutes, class rooms are sufficient and well equipped and Nursing Education Institutes had their own general hospital for clinical practice. 68.4% students agreed the skill laboratory are well equipped and they can use the lab. Majority students agreed library fulfilled the student academic need. 87% students agreed NIE provide computer and internet facility for the students as well as staff. Only 74.5% students agreed the transportation facility provided by NEI for them. A study conducted in India asserts that the physical facilities do influence the overall students' perceived service quality because students will associate various tangible elements with the services provided by the higher education institution. Furthermore, it can be interpreted that the respondents of Standalone institutions are satisfied with all Institution factors. This is evident from the fact that t-statistics is insignificant ( $t = < 1.96 \text{ Sig } > .05$ ) for all institution factors that there is no

significant difference between the expected mean scores and perceived mean scores of respondents with respect to, academics, infrastructure, cost and personnel (Ravindrana, 2012). Students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution. With regard to background variables, he found a positive effect of high school performance and school achievement (Kerry & Paulinen, 2011). Student performances are linked with use of library. The use of the library positively affected the student performance. The academic environment is the effective variable for students has positive relationship grade level (Kirmani & Siddiquah, 2008).

## CONCLUSION

Study findings indicated that majority of students were agree and strongly agree in management system of the nursing education institutes. The level satisfaction found high in academic management. In statistical analysis show the significance. So it is concluded the perception of students were significantly different in management system of nursing education institutes.

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